

Psychodrama Techniques to Improve Academic Self-Efficacy in Madrasah Aliyah Students

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ABSTRACT

There are several symptoms experienced by students who have low academic self-efficacy, namely quickly giving up when working on difficult exam questions, only understanding some subject matter which they think is easy and not sure if their test scores pass in subjects they do not master. The purpose of this study was to determine the effectiveness of group counseling approach to rational emotive behavior therapy with psychodrama techniques to improve academic self-efficacy in class XI MA Madania Bantul Yogyakarta students. This study uses quantitative research methods using experimental types, this experimental research design uses a quasi-experimental research pattern with a nonequivalent control group design. The design of this study consisted of two sample groups selected by purposive sampling technique, namely the experimental group and the control group, each group consisting of 10 students. The data collection technique used is the Likert scale with the aim of measuring students' academic self-efficacy. The result of this research using independent t test is that the t-count value is greater than the t-table value ($23.526 > 1.734$). Based on the results of this test, there is a significant difference in values between the experimental and control groups. So it can be concluded that the hypothesis H_0 is rejected and H_a is accepted. This means that psychodrama techniques are effective for increasing academic self-efficacy in class XI students of Madrasah Aliyah.Madania Bantul Yogyakarta.

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1. INTRODUCTION

Achievement is a very strong attraction and is a condition that is highly coveted by every student. However, because of these learning achievements, not all students can maximize their potential in learning achievement. These factors include external factors and internal factors (Senko, 2016). External factors are factors that come from outside the students themselves or from the environment, both social and non-social. Internal factors are factors that come from within the students themselves, including academic self-efficacy (Webb-Williams, 2018).

Based on the opinion of Bandura and Santrock that academic self-efficacy has a role in student success in learning, because when students have high self-efficacy, students will imagine it is easy to achieve success in learning, but when students have low self-efficacy, students will imagine difficulties to achieve success in learning (Basith, Syahputra, & Ichwanto, 2020). This can be the basis for thinking that academic self-efficacy needs to be improved (Zajda, 2021).

Academic self-efficacy is expected to be owned by students, these variables have a role in encouraging students in the learning process to achieve achievement (Öqvist & Malmström, 2018). In addition, these variables have an influence on the success factors of students in their academic fields (Castro-Lopez, Cervero, Galve-González, Puente, & Bernardo, 2022). In line with this, there is a study conducted by Komarraju and Nadler in 2013 with the title "The Effect of Academic Self-Efficacy on Learning Strategies on Students' Academic Achievement". The research explains that scientifically the results of direct and indirect techniques show that self-efficacy has an effect on students' academic achievement (Komarraju & Nadler, 2013).

Based on the results of observations and academic self-efficacy scales conducted by researchers at Madrasah Aliyah, there are 20 out of 22 students from the number of students in one class who have academic self-efficacy problems. This fact is supported by a statement from the school which states that students' academic self-efficacy is quite low, although various efforts have been made but the right solution has not been found. According to the school, there are several symptoms experienced by students who have low academic self-efficacy, namely quickly giving up when working on difficult exam questions, only understanding some subject matter that they think is easy and not sure if the test scores pass. Subjects they are not good at (Schoenfeld, Smith III, & Arcavi, 2019). This of course will become a serious problem if a solution is not immediately found. Some of these indicators are in accordance with the observations made by the counseling guidance teacher since the students were in class XI.

Based on the results of the evaluation of the researcher as well as the guidance and counseling teacher of Madrasah Aliyah, that the efforts that have been made by the counseling guidance teacher such as providing guidance and counseling services such as classical guidance, group guidance, group counseling, individual counseling and home visits as an effort to improve academic self-efficacy, however, these activities have not been fully effective in tackling students' low academic self-efficacy because the programs that have been carried out are still lacking in depth in exploring student problems related to academic self-efficacy so that they are less effective in overcoming academic self-efficacy problems. This phenomenon inspired researchers to conduct experimental research by providing action in the form of group counseling services to assist students in increasing academic self-efficacy (Bartimote-Aufflick, Bridgeman, Walker, Sharma, & Smith, 2016).

Group counseling is one approach in guidance and counseling services with a group system. This research is packaged in the form of group counseling in which there is a psychodrama, this method allows students to convey their problems in group counseling and dramatize their problems in psychodrama (López-González, Morales-Landazábal, & Topa, 2021).

Guidance and counseling are programs provided by schools to help optimize student development (Galassi, 2017). One of the efforts to help students who have low academic self-efficacy is using the group counseling method with the rational emotive behavior therapy approach (Sari, Sugara, & Isti'adah, 2022). In theory, the rational emotive behavior therapy approach is appropriate for solving problems that occur in Madrasah Aliyah related to students' academic self-efficacy. This

approach has several techniques, especially the role play technique (psychodrama) which the researcher chose to provide research action (Maya & Maraver, 2020).

As a research support material, there are previous studies related to groups with a rational emotive behavioral therapy approach that is used to increase students' self-efficacy. This research was conducted by I Ketut Agus Wirawan in 2014 with the title "Application of Rational Emotive Behavioral Counseling With Self-Instruction Training Techniques to Improve Academic Self-Efficacy of Class XI B Accounting Students at SMK Negeri 1 Singaraja". This research is action research in counseling guidance (Action Research in Counseling). The results of the study were to get an increase in students' academic self-efficacy from the initial condition on average 80.42% to 86.08% in the first cycle and from the first cycle an average of 86.08% to 89% in the second cycle. The average percentage increase from the initial condition data to the first cycle is 5.67% and from the first cycle to the second cycle is 3.35%. This study shows that the application of rational emotive behavioral counseling with self-instruction training techniques can increase the academic self-efficacy of students in class XI B Accounting at SMK Negeri 1 Singaraja (Wirawan, Suranata, & Dharsana, 2014).

Then there are other studies that discuss techniques to increase student self-efficacy. This research was conducted by Archita Dwi Permatasari in 2018 with the title "Application of Modeling Techniques in Group Counseling to Improve Students' Academic Self Efficacy". This research is an experimental research with Pretest Posttest Control Group Design. The results of this study indicate that the modeling technique in counseling has an effect on increasing students' self-efficacy, this can be seen from the results of the analysis of the significance of 0.024 less than the significance level of 0.05. This shows that modeling techniques in group counseling have an effect on increasing students' self-efficacy (Permatasari, Arifah, & Maryam, 2018).

This study has differences from previous studies. The first difference is in terms of research methods, previous research methods used action research in counseling guidance and experimental research with pretest posttest control group design. While this study uses an experimental research design, a quasi-experimental research pattern with a nonequivalent control group design. The second difference is in terms of group counseling techniques, previous research group counseling techniques used self-instruction training and modeling techniques to improve students' academic self-efficacy. However, this study uses psychodrama techniques in the Rational Emotive Behavioral Therapy approach to improve students' academic self-efficacy. So it can be concluded that this research has differences in the research methods and counseling techniques used.

In the rational emotive behavior therapy approach, there is a role play technique that can be used in the group counseling stage. Researchers in this case experimented with using role play (psychodrama) in increasing students' academic self-efficacy. This psychodrama technique was chosen by researchers to overcome academic self-efficacy because this technique is one of the techniques used to overcome personal problems related to psychological problems. Psychodrama is performed for therapeutic and healing purposes. Psychodrama is a dramatization of conflicts that exist in the mind so that students can feel comfortable and can change as expected in real life (Moreno, Blomkvist, & Rutzel, 2013). In psychorama situations, by playing a natural drama in the past, present and future, the hope is that it can grow their confidence in overcoming academic problems so that their self-efficacy can increase.

Seeing various problems and previous research, researchers are interested in researching about increasing self-efficacy through psychodrama techniques on students. The importance of this research is because the low self-efficacy of students can interfere mentally in obtaining achievement in school. The purpose of this study was to determine the effectiveness of the group counseling approach to rational emotive behavior therapy with psycho-drama techniques to improve academic self-efficacy in class XI MA Madania Bantul Yogyakarta students.

2. METHODS

This research is a quantitative experimental research type quasi-experimental nonequivalent control group design, with the independent variables psychodrama technique and academic self-efficacy as the dependent variable (Walter & Andersen, 2016).

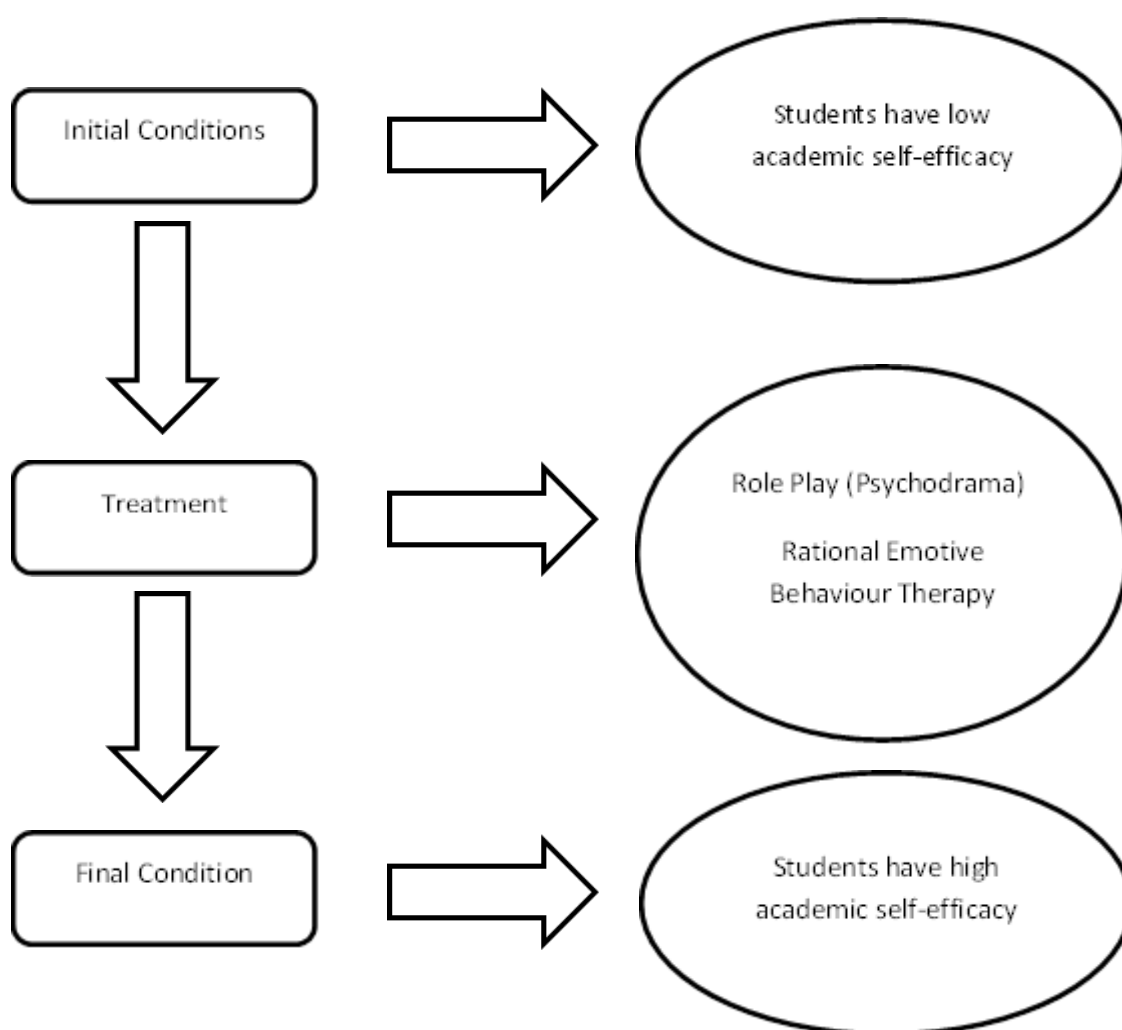
The population in this study found 22 students in class IX. To determine the size of the sample, the researcher used tables *isac* and *michael* so that the sample in this study was 20 students. The sampling technique used is non-probability sampling, with purposive sampling technique specifications. So that the sample is based on the results of the academic self-efficacy scale and the results of discussions with the homeroom teacher of class XI and students of Madrasah Aliyah Madania teachers (Plonsky, 2017).

In this study using a data collection instrument in the form of a scale. The scale in this study uses the academic self-efficacy scale with the Likert model. Researchers used a scale with 4 answer choices to determine the level of students' academic self-efficacy. This scale is given to students of class XI Madrasah Aliyah Madania Bantul Yogyakarta. The academic self-efficacy scale consists of 48 statement items prepared by the researcher himself (Sugiyono, 2012).

The validity test of the research instrument was carried out based on expert judgment (Expert Judgment) to determine the feasibility of the item content as a description of the indicators, so it needs to be analyzed more deeply. The validity of the research instrument was carried out by Expert Judgment, namely Dr. Budi Astuti and Diana Septi Purnama, Ph.D. The validity test is then carried out on each statement item. The method of measurement to determine its validity is done by using the product moment correlation formula by Pearson with the help of SPSS 25. Then for the reliability test, this instrument is measured using the Alpha Cronbach formula with the help of SPSS 25 (Teo, 2014).

The data analysis used is descriptive analysis and inferential analysis, because the research results will be generalized to the population where the sample is taken. The data was tested first using the normality test to determine the normal distribution or abnormal distribution of the data for testing the hypothesis by parametric or non-parametric methods. Then to test the hypothesis using an independent sample t test to compare the average data from two different groups, namely the experimental group and the control group (Morgan, Barrett, Leech, & Gloeckner, 2019).

In this study, the technique used was psychodrama to increase students' academic self-efficacy. According to Moreno (Corey, 2012) in psychodrama technique the method used is to play back events or experiences experienced by someone as if they were happening here and now. There is a psychodrama technique that can bring up experiences or events that have occurred, namely self-presentation techniques. In the self-presentation technique, the protagonist provides an overview of events or experiences that occur to be displayed in a psychodrama. One of the goals of this technique is to train the protagonist in finding new behaviors in dealing with the event or experience. From the process of using psychodrama techniques, this research has a rationale for increasing students' academic self-efficacy variables.



In this study, the technique used was psychodrama to increase students' academic self-efficacy. The psychodrama technique used is to play back events or experiences experienced by someone as if they were happening here and now. There is a psychodrama technique that can bring up experiences or events that have occurred, namely self-presentation techniques. In the self-presentation technique, the protagonist provides an overview of events or experiences that occur to be displayed in a psychodrama. One of the goals of this technique is to train the protagonist in finding new behaviors in dealing with the event or experience. From the process of using psychodrama techniques, this research has a rationale for increasing students' academic self-efficacy variables.

3. FINDINGS AND DISCUSSION

1. Descriptive Analysis

a. Pre-Test Experiment Group and Control Group

		Pre-Test Experiment Group	Pre-Test Control Group
N	Valid	10	10
	Missing	0	0
Mean		74,00	73,40
Median		74,00	74,00
Mode		72	74
Std. Deviation		2,108	1,647
Variance		4,444	2,711
Range		6	6
Minimum		72	70
Maximum		78	76
Sum		740	734

Based on the descriptive statistical test table obtained based on a sample of 20 students, they were divided into 10 students in the experimental group and 10 students in the control group. Looking at the results of the descriptive statistical test, the pre-test experimental group data, the minimum value is 72, the maximum value is 78 and the average value is 74.

Meanwhile, in the pre-test for the control group, the minimum score was 70, the maximum value was 76, and the average value was 73.40. When viewed from the class average (mean) of the experimental group and the control group, the average value of the two groups is not much different because it only has a difference of 0.60.

b. Post Test Experiment Group and Control Group

		Post Test Experiment Group	Post Test Control Group
N	Valid	10	10
	Missing	0	0
Mean		150,00	85,10
Median		150,50	83,50
Mode		150 ^a	83
Std. Deviation		4,110	7,695
Variance		16,889	59,211
Range		13	24
Minimum		142	75
Maximum		155	99
Sum		1500	851

a. Multiple modes exist. The smallest value is shown

Based on the descriptive statistical test table obtained based on a sample of 20 students, they were divided into 10 students in the experimental group and 10 students in the control group. Looking at the results of the descriptive statistical test, the post-test experimental group data, the minimum value is 142, the maximum value is 155 and the average value is 150.

Meanwhile, in the post-test control group, the minimum value of data is 75, the maximum value is 99 and the average value is 85.10. When viewed from the class average (mean) of the experimental group and the control group, the average value of the two groups is much different because it only has a difference of 64.9.

2. Inferential Analysis

a. Analysis Prerequisite Test

1) Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experiment Group	,229	10	,148	,859	10	,074
Pre-Test Control Group	,342	10	,002	,841	10	,045
Post Test Experiment Group	,200	10	,200*	,930	10	,450
Post Test Control Group	,205	10	,200*	,902	10	,229

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test, the significance value (Sig) of Shapiro-Wilk from the pretest - posttest of the experimental and control groups both had a significance value greater than 0.05 (Sig > 0.05). The pre-test value of the experimental group has a significance value of 0.74 and the post-test value of the experimental group has a significance value of 0.450. While the pre-test value of the control group has a significance value of 0.45 and the post-test value of the control group has a significance value of 0.229. So it can be stated that the pre-test - post-test data in the experimental group and control class were normally distributed.

2) Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Academic Self-Efficacy	Based on Mean	4,398	3	36	,010
	Based on Median	3,508	3	36	,025
	Based on Median and with adjusted df	3,508	3	15,440	,041
	Based on trimmed mean	4,171	3	36	,012

Based on the results of the homogeneity test, the significance value (sig) of Levene is 0.10 > 0.05, so it can be concluded that the variance of the experimental class pre test - post test data with the control class pre test - post test data is the same or homogeneous.

After testing for normality and homogeneity and the results of the test the data is normally distributed and homogeneous, then the data analysis uses parametric. Testing research data continued at the stage of testing the hypothesis. Hypothesis testing was tested by using independent sample t test.

b. Hypothesis Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
Academic Self- Efficacy	Equal variances assumed	2,016	,173	23,526	18	,000	64,900	2,759	59,104	70,696
	Equal variances not assumed			23,526	13,748	,000	64,900	2,759	58,973	70,827

Based on the results of hypothesis testing using independent sample t test. It is known that the value of t count is 23,526 . The magnitude of $df = n_1 + n_2 - 2$ ($df = 10 + 10 - 2 = 18$) so that the t table is 1.734. Based on these calculations, t count is greater than t table ($23.526 > 1.734$). Based on the results of this test, there is a significant difference in values between the experimental and control groups. So it can be concluded that the hypothesis H_0 is rejected and H_a is accepted. This means that psychodrama techniques are effective for increasing academic self-efficacy in madrasah aliyah.madania students. Based on the results of the study, the results of the analysis showed that the use of psychodrama techniques was effective in increasing academic self-efficacy in class XI MA Madania Bantul students.

The results of this study are in line with the goals of psychodrama described by Moreno (Corey, 2012) that psychodrama is an approach to group therapy in which the counselee explores their problems through role playing, dramatizing events to gain awareness, discovering their own creativity and developing behavioral skills. Psychodrama is used as a group work method, where everyone in the group can be a therapeutic agent for each other in the group.

In line with Moreno's opinion that psychodrama techniques are given as treatment through group counseling with a rational emotive behavior therapy approach which is believed to be able to increase academic self-efficacy. This is supported by the results of research conducted by Wardiati (Wardiati, 2017) with the title "Application of Rational Emotive Behavior Therapy (REBT) Group Counseling Approaches to Improve Self-Efficacy of Class VII G Students at SMP Negeri 5 Pamekasan". The results of the analysis showed that there was a very significant increase in self-efficacy scores between the pre-test and post-test. The results of this study indicate that the rational emotive behavior therapy (REBT) group counseling approach variable can effectively increase students' self-efficacy variables.

The implementation of psychodrama in this study applies several main concepts from Moreno (Corey, 2012) which are carried out by providing opportunities for students to play certain roles in certain situations, teaching how to behave, so that they directly gain experience from the roles they play. Through active involvement in the psychodrama process, students will hone their ability to develop new understandings and practice new skills.

The implementation of psychodrama in this study applies several main concepts from Moreno (Corey, 2012) which are used to improve academic self-efficacy. First, the concept of creativity (creativity), students are trained to be creative in exploring their lives which will be shown in psychodrama. Second, the concept of spontaneity (spontaneity), students are trained to be spontaneous in acting out the situations they experience and respond to old situations with new

responses to situations they face. Third, the concept of reality (surplus reality), students are trained to talk about what they expect and what they are afraid of. Fourth, try reality (reality testing), students are trained to try reality and desired behavior in a psychodrama group.

In addition to the main concept of psychodrama used in this study, the researcher uses the concept of a rational emotive behavior therapy approach, namely improving and changing individual attitudes by changing irrational ways of thinking and beliefs of clients to rational thinking. In addition, according to Ellis (Corey, 2015) the rational emotive behavior therapy approach helps students in the process of achieving unconditional self-acceptance, accepting others unconditionally and to see how these are interrelated. As students become more able to accept themselves, they are more likely to accept others unconditionally.

The psychodrama technique used in this research process includes the process of trying out new roles, learning new behaviors, and even changing old behaviors into new behavior patterns. Techniques in psychodrama are very helpful in the research process, especially increasing academic self-efficacy in every action.

Based on the presentation of the research data, it shows that it has been successful and in accordance with the research objectives, namely group counseling with a rational emotive behavior therapy approach with effective psychodrama techniques to increase academic self-efficacy in class XI students of Madrasah Aliyah. Madania Bantul Yogyakarta.

4. CONCLUSION

Based on the results of hypothesis testing using an independent sample t test. It is known that the value of t count is 23,526. Then the price of t table is 1.734 with a magnitude of $df = 18$. Based on these calculations, t count is greater than t table ($23.526 > 1.734$). Based on the results of this test, there is a significant difference in values between the experimental and control groups. So it can be concluded that the hypothesis H_0 is rejected and H_a is accepted. This means that group counseling with a rational emotive behavior therapy approach with psychodrama techniques is effective for increasing academic self-efficacy in class XI students of Madrasah Aliyah Madania Bantul Yogyakarta.

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